

## Stage 2 Determine Acceptable Evidence.

Performance Task (Summary in G.R.A.S.P.S. form): (T)

Goal: Your task is to teach (team teach with your mother) your younger siblings about your family history.

Role: You are a genealogist.

Audience: The target audience are your 3 younger siblings.

Situation: The context you find yourself in is being the oldest of 4 children.

Product/Presentation: You will create a family brochure including a timeline with photos and text.

Standards (criteria from both rubrics): product list and presentation list. same as the bottom literally take rubric titles here...which also show below. product and presentation.

**Other Evidence (quizzes, test, prompts, observations, dialogues, work sample, etc.):**

Other Evidence (OE)

- create a story using Inspiration or Boardmaker which will include at least some visual text.
- document family history on timeline using Capzle.
- add small clocks to sections of daily schedule, then transfer this to a digital flip chart.
- prepare a brochure for the family about family history and timeline. Print hard copy and upload brochure on student's blog.
- teach (with assistance) a friend how to make a brochure about her family history.
- prepare a slideshow or powerpoint about using a daily schedule and how this fits into my family's schedule.

**Student Self-Assessment and Reflection**

Self-Assessment (SA)

- pre-assessment: observe, ask questions, create checklist.
- check for understanding: observe, ask questions designed to check accumulation of knowledge, repeat checklist.
- feedback loop: create a self assessment checklist (to complete with assistance) and a check off as understanding confirmed.

## Assessment Task Blue Print

***What understandings/goals will be assessed through this task? (G)***

Understanding

Goal (ML)

- Students will understand that...time is a concept that helps us function in our life.

- Maine Learning Results  
Content Area: English and Language Arts  
Standard: E. Process of Writing and Speaking

Grade Level: Pre-K-2

Students will demonstrate the ability to use the skills and strategies of the writing process.

1. Tell about experiences and discoveries, both orally and in writing.

Maine Learning Results

Content Area: Mathematics

Standard: C. Data Analysis and Statistics

Grade Level: Pre-K-2

Students will understand and apply concepts of data analysis.

2. Make tallies and graphs of information gathered from immediate surroundings.

Maine Learning Results

Content Area: Social Studies

Standard : A. History: Chronology

Grade Level: Pre-K-2

Students will use the chronology of history and major eras to demonstrate the relationships of events and people.

1. Place individual and family experiences in historical time and place.

What criteria are implied in the standard(s) understanding(s) regardless of the task specifics? What qualities must student work demonstrate to signify that standards were met?

Big Idea

•Time

Big Idea

•Family

***Through what authentic performance task will students demonstrate understandings?***

***Task Description: (T)***

You have a special activity to do with your mother! You and your mother are going to teach your younger siblings about your family history. This is a special task for you to do as the older sister to help your siblings learn about your family.

To help prepare you for this special activity, you and I are going to make a special paper called a "brochure." When it is 'all done,' you and your mother will share it with your siblings. In the brochure we will write down information about your family members. We will also create a timeline to show when the members of your family were born and include other milestones. We will include pictures of your family and you will create some artwork to decorate the brochure.

After you and I make a brochure for your family, we will invite your friend Heather to come visit so you can show her how to make a family history brochure for her family. The job of studying family history is called being a “genealogist.” This special project is something you will be able to keep and share with your family members. As you grow older, you will be able to update the brochure and timeline.

***What student products/performances will provide evidence of desired understandings?***

Type II Product

- Brochure using capzul for timeline

Type of Presentation

- Oral Presentation (make a list for her to read from) show brochure to friend so friend can create one for herself.

***By what criteria will student products/performances be evaluated?***

Product Criteria

- Attractiveness & Organization 25%
- Content - Accuracy 15%
- Graphic/Pictures 10%
- Knowledge Gained 10%
- Writing - Organization 20%
- Writing - Mechanics 20%

Presentation Criteria

- Content 25%
- Response to questions 25%
- Uses script/prompts accurately 20%
- Appropriate to student 10%
- Speaking clarity 10%
- Evaluates Peers 10%

**2004 ASCD and Grant Wiggins and Jay McTighe**